

Gulargambone Central School

Annual School Report 2013

**2094**



School context

Gulargambone Central School caters to the learning needs of students from Years K-12 and has increased enrolments from 64 in 2009 to 77 in 2014. This includes approximately 75% Aboriginal students across the school. The school is located 120 km north of Dubbo and is a member of the Western Plains Education Group. The school has a remote rural setting allowing direct access to many practical employment oriented learning situations and unique environmental settings. Facilities at the school are comprehensive with Trade Training Centres in Schools Program for hospitality, agriculture and industrial technology. The school plays a highly significant role in the local community and is supported by an active Parents and Citizens Association and local Aboriginal Education Consultative Group. The school receives vital additional financial support from Equity Funding, Early Action for Success and the Norta Norta Program.

Principal’s message

Viewing the year in retrospect, often throws the highs and the lows into sharp focus while pushing some of the important, everyday achievements into the background. The past year certainly saw a rich range of activities at Gulargambone Central School. We had the benefit of many fresh eyes looking at the school and bringing with them new ideas and ways of doing things. Mr Gavin Khan came from South Australia to relieve as Principal for Term 1 and brought ideas from a different education system which gave our staff an insight into the ways things are done elsewhere. Ms Emily Jones relieved as Assistant Principal later in the year and shared her knowledge of recent innovative ways to apply computer technology across the school. This was extremely timely as the school changed over to a fully electronic system of record keeping and communication.

At the end of Term 1, it was recommended that the school take part in a Review of School Culture. This entailed comprehensive consultation with staff, students and the wider community, resulting in a series of recommendations for further action. These have formed the basis for school planning and direction in the ensuing months.

Further community consultations lead to the production of a series of Protocols for dealing with issues relating to Aboriginal Culture and Community. These are based on the views of both the school community and members of the wider Aboriginal Community supporting the school and will help to ensure that sensitivity and respect are maintained when consulting or working with the Aboriginal people who are an important part of Gulargambone Central School.

The year was crowded with sporting events, giving our students many opportunities to explore their abilities and taste success. The school continued to place a high emphasis on student health and well-being by organizing medical, dental and optical appointments for students and providing transport when necessary to ensure our students receive the best care available.

Our job is to make a positive difference in the lives of the fine young people in our school. With the support of our community we will continue to plan, achieve and celebrate their successes as they move towards independence and building a life of their own.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school’s achievements and areas for development.

Robert Townsend

Principal

**P&C Report 2013**

As president of the Gulargambone Parents and Citizens (P&C) Association I would like to take this opportunity to thank all the P& C members who contributed to the achievements of the P&C this year. The clothing pool and canteen continue to be an integral part of the school and I thank everyone who is involved in running them.

Our major fundraising event for the year was to cater an evening meal for the local camp draft. It was a great success due to the skill and enthusiasm of our members. I congratulate them on their efforts.

I would like to thank our Principal Mr. Bob Townsend and the staff of Gulargambone Central School for their commitment in the academic, sporting and social enrichment of the students of Gulargambone Central School. Their endless work and effort is greatly appreciated.

I look forward to the Year 2014 and to ways the P&C can continue to support the staff and students of Gulargambone Central School and to promote it, as the great school it is.

**Patrick Ryan**

**(President)**

Student information

It is a requirement that the reporting of information for all students be consistent with privacy and personal information policies.

Student Enrolment Profile: K – 6

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  |  |  |  |  |  |
| **Gender** | **2007** | **2008** | **2009** | **2010** | **2011** | **2012** | **2013** |
| **Male** | 34 | 33 | 27 | 31 | 20 | 29 | 26 |
| **Female** | 30 | 28 | 20 | 18 | 19 | 13 | 14 |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Student Enrolment Profile: Secondary** |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
|  | **Gender** | **2007** | **2008** | **2009** | **2010** | **2011** | **2012** | **2013** |
|  | **Male** | 12 | 11 | 11 | 8 | 11 | 11 | 14 |
|  | **Female** | 16 | 14 | 6 | 20 | 17 | 15 | 15 |
|  |  |  |  |  |  |  |  |  |

**Note:** Enrolments for central schools are for 7-12.

|  |  |
| --- | --- |
|  | **Gulargambone Central School** |
| **Class Sizes K - 6** |  |  |  |  |  |  |
|  | **Roll class** | **Year** | **Total in class** | **Total per year** |

|  |
| --- |
|  |

 |
|  | K/1/2 | K | 9 | 16 |  |
|  |  | 1 | 6 | 16 |  |
|  |  | 2 | 1 | 16 |  |
| **1** | YEAR 2/3 | 2 | 5 | 9 |  |
| 2 |   | 3 | 4 | 9 |  |
| **3** | YEAR 4/5/6 | 4 | 7 | 16 |  |
| **4** |   | 5 | 4 | 16 |  |
| 5 |   | 6 | 5 | 16 |  |

Student attendance profile

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
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| --- | --- | --- | --- | --- | --- | --- | --- |
|  **Attendance: K - 6** |  |  |  |  |  |  |  |
|  |  |  | **Year** | **2008** | **2009** | **2010** | **2011** | **2012** | **2013** |
|  |  | **School** | K |   | 88.6 | 96.3 | 89.2 | 96.8 | 95.5 |
|  |  | 1 |   | 92.0 | 85.3 | 92.0 | 87.7 | 92.9 |
|  |  | 2 |   | 87.5 | 95.6 | 93.6 | 92.3 | 86.9 |
|  |  | 3 |   | 87.2 | 85.9 | 87.2 | 95.2 | 91.1 |
|  |  | 4 |   | 87.9 | 87.4 | 87.4 | 88.8 | 89.8 |
|  |  | 5 |   | 92.3 | 75.3 | 99.6 | 90.1 | 97.1 |
|  |  | 6 |   | 87.5 | 91.8 | 74.4 | 96.6 | 86.7 |
|  |  | **Total** | **95.4** | **87.1** | **88.3** | **88.9** | **92.0** | **91.3** |
|  |  | **Region** | K |   | 92.6 | 92.6 | 92.5 | 92.8 | 93.7 |
|  |  | 1 |   | 92.1 | 92.3 | 91.9 | 92.2 | 93.2 |
|  |  | 2 |   | 92.3 | 92.3 | 92.5 | 92.9 | 93.3 |
|  |  | 3 |   | 92.2 | 92.4 | 92.3 | 93.1 | 93.6 |
|  |  | 4 |   | 92.4 | 92.4 | 92.3 | 92.8 | 93.5 |
|  |  | 5 |   | 92.3 | 92.4 | 92.2 | 92.6 | 93.1 |
|  |  | 6 |   | 92.2 | 92.2 | 92.0 | 92.3 | 93.1 |
|  |  | **Total** | **92.2** | **89.9** | **92.4** | **92.2** | **92.7** | **93.4** |
|  |  | **State DEC** | K |   | 94.3 | 94.7 | 94.7 | 94.3 | 95.0 |
|  |  | 1 |   | 93.7 | 94.2 | 94.2 | 93.9 | 94.5 |
|  |  | 2 |   | 94.0 | 94.4 | 94.2 | 94.2 | 94.7 |
|  |  | 3 |   | 94.1 | 94.5 | 94.4 | 94.4 | 94.8 |
|  |  | 4 |   | 94.0 | 94.5 | 94.3 | 94.3 | 94.7 |
|  |  | 5 |   | 94.0 | 94.4 | 94.2 | 94.2 | 94.5 |
|  |  | 6 |   | 93.6 | 94.0 | 93.8 | 93.8 | 94.1 |
|  |  | **Total** | **94.1** | **92.1** | **94.4** | **94.3** | **94.2** | **94.7** |

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| --- | --- | --- | --- | --- |
| **Student Attendance: Secondary** |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
|  | **School** | **Year** | **2008** | **2009** | **2010** | **2011** | **2012** | **2013** |
|  | **7** |   | 91.8 | 90.4 | 81.1 | 76.3 | 84.5 |
|  | **8** |   | 81.4 | 85.4 | 77.2 | 71.3 | 71.8 |
|  | **9** |   | 77.0 | 83.0 | 69.6 | 74.2 | 81.7 |
|  | **10** |   | 64.0 | 81.9 | 73.2 | 71.3 | 63.4 |
|  | **11** |   | 60.0 | 97.2 | 89.5 | 93.7 | 78.0 |
|  | **12** |   | 0.0 | 0.0 | 86.2 | 86.4 | 90.7 |
|  | **Total** | **88.5** | **83.2** | **86.0** | **78.7** | **80.2** | **76.3** |
|  | **Region** | **7** |   | 90.0 | 90.2 | 90.0 | 90.2 | 91.5 |
|  | **8** |   | 87.2 | 88.1 | 87.5 | 87.7 | 89.2 |
|  | **9** |   | 85.5 | 86.3 | 85.4 | 86.1 | 86.9 |
|  | **10** |   | 86.4 | 85.5 | 83.5 | 83.5 | 85.7 |
|  | **11** |   | 87.0 | 86.8 | 84.8 | 85.7 | 86.4 |
|  | **12** |   | 87.4 | 88.8 | 87.1 | 87.6 | 89.4 |
|  | **Total** | **87.7** | **87.0** | **87.6** | **86.4** | **86.7** | **88.1** |
|  | **State DEC** | **7** |   | 92.3 | 92.6 | 92.5 | 92.4 | 93.2 |
|  | **8** |   | 90.0 | 90.5 | 90.1 | 90.1 | 90.9 |
|  | **9** |   | 88.8 | 89.1 | 88.8 | 88.7 | 89.4 |
|  | **10** |   | 88.7 | 88.3 | 87.1 | 87.0 | 87.7 |
|  | **11** |   | 89.4 | 89.1 | 87.6 | 87.6 | 88.3 |
|  | **12** |   | 89.4 | 89.8 | 89.2 | 89.3 | 90.1 |
|  | **Total** | **89.9** | **89.7** | **89.9** | **89.2** | **89.1** | **89.9** |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |

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Management of non-attendance

The introduction of a universal electronic record keeping system, SENTRAL, allows all teachers immediate access to records such as attendance. Non-attendance has continued to be pursued rigorously in 2013. Absences are reported and parents are contacted via a phone call, letter or home visit to provide a reason for any unexplained student absences. The Home-School Liaison Officer (HSLO) and Aboriginal Student Liaison Officer (ASLO) visit the school each week to follow up on student’s whose attendance fall below 80% or those who are consistently late to school. Where attendance is of particular concern, data is supplied to Centrelink. One case of chronic absence resulted in a number of court appearances but this proved to be ineffectual. GCS has in place a system for rewarding good and improved attendance.

Post-school destinations

All students in Year 12, 2013 obtained their Higher School Certificate. Of the five candidates for the HSC in 2013, two were offered Early Entry to the University of New England and one was accepted into Charles Sturt University in 2014. A fourth student has taken up full time employment and is undergoing vocational training.

Workforce information

It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies.

The allocation of teaching positions in 2013 was based on student enrollments in early Term 1. Essentially, staffing levels were maintained at those of 2012. The school has three executive staff and six classroom teachers. A highly experienced Learning and Support teacher has been employed using National Partnership funding. The teaching staff is supported by six permanent and five temporary school administrative and support staff. The school also employs a Chaplain under the National School Chaplaincy Program. Five staff members identify as Aboriginal.

Workforce composition

|  |  |
| --- | --- |
| Position | Number |
| Principal | 1 |
| Deputy Principal(s) | 0 |
| Assistant Principal(s) | 1 |
| Head Teachers | 0.2 |
| Classroom Teacher(s) | 5.5 |
| Teacher of Reading Recovery | 0 |
| Learning and Support Teacher(s) | 0.5 |
| Teacher Librarian | 0.4 |
| Teacher of ESL | 0 |
| School Counsellor (Itinerant) | 0.1 SItinerant |
| School Administrative & Support Staff | 4.5 |
| Total | 13.2 |

Teacher qualifications

All teaching staff members meet the professional requirements for teaching in NSW public schools.

|  |  |
| --- | --- |
| Qualifications | % of staff |
| Degree or Diploma | 100 |
| Postgraduate | 30 |
| NSW Institute of Teachers Accreditation | 28 |

Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

|  |  |
| --- | --- |
| Date of financial summary | 30/11/2013 |
| ***Income*** | $ |
| Balance brought forward | 326796.30 |
| Global funds | 147513.13 |
| Tied funds | 108425.65 |
| School & community sources | 5622.20 |
| Interest | 9820.01 |
| Trust receipts | 13037.02 |
| Canteen | 0.00 |
| Total income | 611214.31  |
| ***Expenditure*** |  |
| Teaching & learning |  |
| Key learning areas | 18372.33 |
| Excursions | 293.99 |
| Extracurricular dissections | 10156.23 |
| Library | 702.71 |
| Training & development | 1837.11 |
| Tied funds | 113263.99 |
| Casual relief teachers | 25608.85 |
| Administration & office | 38336.52 |
| School-operated canteen | 0.00 |
| Utilities | 73142.98 |
| Maintenance | 10374.00 |
| Trust accounts | 16007.31 |
| Capital programs | 0.00 |
| Total expenditure | 308096.02 |
| **Balance carried forward** | 303118.29 |
|  |  |

A full copy of the school’s 2013 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

School performance 2013

Academic achievements

NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10.

The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

**NAPLAN Year 3**

|  |
| --- |
| **Minimum Standards data** |
| **Percentage of Year 3 students achieving at or above minimum standard (exempt students included)** |  |
|  |
|  |
| Reading | 75.0 |  |
| Writing | 100.0 |  |
| Spelling | 50.0 |  |
| Grammar & Punctuation | 25.0 |  |
| Numeracy | 50.0 |  |

Year 3: from Band 1 (lowest) to Band 6 (highest for Year 3)

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Year 3 NAPLAN Reading** |  |  |  |  |  |  |
|   |   |   | **School** | **SSG** | **State DEC** |
| **Average score, 2013** | 323.7 | 341.8 | 418.7 |
|   |   |   |   |   |   |   |   |   |
| **Skill Band Distribution** |   |   |   |   |   |   |
| Band | **1** | **2** | **3** | **4** | **5** | **6** |
| Number in Bands | 1 | 1 | 1 | 1 | 0 | 0 |
| Percentage in Bands | 25.0 | 25.0 | 25.0 | 25.0 | 0.0 | 0.0 |
| School Average 2009-2013 | 7.7 | 23.1 | 26.9 | 15.4 | 7.7 | 19.2 |
| SSG % in Bands 2013 | 15.5 | 28.5 | 26.2 | 15.9 | 8.1 | 5.7 |
| State DEC % in Bands 2013 | 3.5 | 11.2 | 17.3 | 24.3 | 17.7 | 26.0 |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Year 3 NAPLAN Numeracy** |  |  |  |  |  |  |
|   |   |   | **School** | **SSG** | **State DEC** |
| **Average score, 2013** | 275.4 | 326.9 | 399.7 |
|   |   |   |   |   |   |   |   |   |
| **Skill Band Distribution** |   |   |   |   |   |   |
| Band | **1** | **2** | **3** | **4** | **5** | **6** |
| Number in Bands | 2 | 1 | 1 | 0 | 0 | 0 |
| Percentage in Bands | 50.0 | 25.0 | 25.0 | 0.0 | 0.0 | 0.0 |
| School Average 2009-2013 | 11.5 | 26.9 | 34.6 | 11.5 | 7.7 | 7.7 |
| SSG % in Bands 2013 | 18.1 | 25.3 | 34.5 | 15.8 | 4.8 | 1.5 |
| State DEC % in Bands 2013 | 3.5 | 9.7 | 22.7 | 27.8 | 23.0 | 13.3 |

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| --- | --- | --- | --- | --- | --- | --- |
| **Year 3 NAPLAN Spelling** |  |  |  |  |  |  |
|   |   |   | **School** | **SSG** | **State DEC** |
| **Average score, 2013** | 323.1 | 337.4 | 418.1 |
|   |   |   |   |   |   |   |   |   |
| **Skill Band Distribution** |   |   |   |   |   |   |
| Band | **1** | **2** | **3** | **4** | **5** | **6** |
| Number in Bands | 2 | 0 | 1 | 0 | 1 | 0 |
| Percentage in Bands | 50.0 | 0.0 | 25.0 | 0.0 | 25.0 | 0.0 |
| School Average 2009-2013 | 15.4 | 11.5 | 23.1 | 7.7 | 34.6 | 7.7 |
| SSG % in Bands 2013 | 28.5 | 16.5 | 23.0 | 15.2 | 10.9 | 5.9 |
| State DEC % in Bands 2013 | 5.4 | 6.4 | 18.4 | 22.7 | 23.3 | 23.9 |
|  |  |  | #N/A | #N/A | #N/A | #N/A | #N/A | #N/A |
|  |  |  | #N/A | #N/A | #N/A | #N/A | #N/A | #N/A |
| **Year 3 NAPLAN Grammar and Punctuation** |  |  |  |
|   |   |   | **School** | **SSG** | **State DEC** |
| **Average score, 2013** | 238.9 | 330.8 | 430.3 |
|   |   |   |   |   |   |   |   |   |
| **Skill Band Distribution** |   |   |   |   |   |   |
| Band | **1** | **2** | **3** | **4** | **5** | **6** |
| Number in Bands | 3 | 0 | 1 | 0 | 0 | 0 |
| Percentage in Bands | 75.0 | 0.0 | 25.0 | 0.0 | 0.0 | 0.0 |
| School Average 2009-2013 | 23.1 | 3.9 | 34.6 | 15.4 | 7.7 | 15.4 |
| SSG % in Bands 2013 | 21.7 | 21.9 | 23.9 | 18.1 | 9.3 | 5.2 |
| State DEC % in Bands 2013 | 3.9 | 8.6 | 15.3 | 20.8 | 22.8 | 28.5 |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Year 3 NAPLAN Writing** |  |  |  |  |  |
|   |   |   | **School** | **SSG** | **State DEC** |
| **Average score, 2013** | 311.1 | 333.4 | 416.0 |
|   |   |   |   |   |   |   |   |   |
| **Skill Band Distribution** |   |   |   |   |   |   |
| Band | **1** | **2** | **3** | **4** | **5** | **6** |
| Number in Bands | 0 | 3 | 1 | 0 | 0 | 0 |
| Percentage in Bands | 0.0 | 75.0 | 25.0 | 0.0 | 0.0 | 0.0 |
| School Average 2011-2013 | 0.0 | 25.0 | 25.0 | 25.0 | 25.0 | 0.0 |
| SSG % in Bands 2013 | 14.3 | 24.2 | 30.3 | 19.9 | 10.2 | 1.1 |
| State DEC % in Bands 2013 | 2.6 | 6.7 | 16.9 | 23.6 | 34.9 | 15.3 |

**Year 5 NAPLAN**

|  |
| --- |
| **Percentage of Year 5 students achieving at or above minimum standard (exempt students included)** |
|
|
| Reading | 66.7 |
| Writing | 33.3 |
| Spelling | 66.7 |
| Grammar & Punctuation | 66.7 |
| Numeracy | 33.3 |

Year 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Year 5 NAPLAN Reading** |  |  |  |  |  |  |
|   |   |   | **School** | **SSG** | **State DEC** |
| **Average score, 2013** | 416.1 | 435.4 | 500.6 |
|   |   |   |   |   |   |   |   |   |
| **Skill Band Distribution** |   |   |   |   |   |   |
| Band | **3** | **4** | **5** | **6** | **7** | **8** |
| Number in Bands | 1 | 0 | 2 | 0 | 0 | 0 |
| Percentage in Bands | 33.3 | 0.0 | 66.7 | 0.0 | 0.0 | 0.0 |
| School Average 2009-2013 | 32.0 | 24.0 | 28.0 | 0.0 | 12.0 | 4.0 |
| SSG % in Bands 2013 | 12.8 | 29.9 | 34.3 | 16.1 | 5.2 | 1.7 |
| State DEC % in Bands 2013 | 2.2 | 11.2 | 24.3 | 28.2 | 20.3 | 13.8 |
|  |  |  | #N/A | #N/A | #N/A | #N/A | #N/A | #N/A |
|  |  |  | #N/A | #N/A | #N/A | #N/A | #N/A | #N/A |
| **Year 5 NAPLAN Numeracy** |  |  |  |  |  |
|   |   |   | **School** | **SSG** | **State DEC** |
| **Average score, 2013** | 380.5 | 411.4 | 490.1 |
|   |   |   |  |  |  |  |  |  |
| **Skill Band Distribution** |  |  |  |  |  |  |
| Band | **3** | **4** | **5** | **6** | **7** | **8** |
| Number in Bands | 2 | 1 | 0 | 0 | 0 | 0 |
| Percentage in Bands | 66.7 | 33.3 | 0.0 | 0.0 | 0.0 | 0.0 |
| School Average 2009-2013 | 20.8 | 29.2 | 16.7 | 12.5 | 20.8 | 0.0 |
| SSG % in Bands 2013 | 27.5 | 37.2 | 23.6 | 8.3 | 1.8 | 1.6 |
| State DEC % in Bands 2013 | 6.3 | 17.0 | 25.9 | 24.8 | 11.8 | 14.2 |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Year 5 NAPLAN Spelling** |  |  |  |  |  |  |
|   |   |   | **School** | **SSG** | **State DEC** |
| **Average score, 2013** | 420.3 | 427.4 | 499.7 |
|   |   |   |   |   |   |   |   |   |
| **Skill Band Distribution** |   |   |   |   |   |   |
| Band | **3** | **4** | **5** | **6** | **7** | **8** |
| Number in Bands | 1 | 0 | 1 | 1 | 0 | 0 |
| Percentage in Bands | 33.3 | 0.0 | 33.3 | 33.3 | 0.0 | 0.0 |
| School Average 2009-2013 | 12.0 | 28.0 | 40.0 | 12.0 | 4.0 | 4.0 |
| SSG % in Bands 2013 | 26.3 | 20.2 | 26.8 | 17.2 | 8.4 | 1.0 |
| State DEC % in Bands 2013 | 6.9 | 9.2 | 21.7 | 26.2 | 23.1 | 12.9 |
|  |  |  | #N/A | #N/A | #N/A | #N/A | #N/A | #N/A |
|  |  |  | #N/A | #N/A | #N/A | #N/A | #N/A | #N/A |
| **Year 5 NAPLAN Grammar and Punctuation** |   |   |   |
|   |   |   | **School** | **SSG** | **State DEC** |
| **Average score, 2013** | 443.5 | 419.5 | 501.3 |
|   |   |   |   |   |   |   |   |   |
| **Skill Band Distribution** |   |   |   |   |   |   |
| Band | **3** | **4** | **5** | **6** | **7** | **8** |
| Number in Bands | 1 | 0 | 1 | 1 | 0 | 0 |
| Percentage in Bands | 33.3 | 0.0 | 33.3 | 33.3 | 0.0 | 0.0 |
| School Average 2009-2013 | 20.0 | 32.0 | 16.0 | 16.0 | 12.0 | 4.0 |
| SSG % in Bands 2013 | 25.4 | 24.0 | 32.9 | 11.1 | 4.2 | 2.3 |
| State DEC % in Bands 2013 | 5.8 | 10.9 | 23.0 | 21.4 | 21.4 | 17.4 |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Year 5 NAPLAN Writing** |  |  |  |  |  |  |
|   |   |   | **School** | **SSG** | **State DEC** |
| **Average score, 2013** | 353.2 | 386.7 | 476.6 |
|   |   |   |   |   |   |   |   |   |
| **Skill Band Distribution** |   |   |   |   |   |   |
| Band | **3** | **4** | **5** | **6** | **7** | **8** |
| Number in Bands | 2 | 1 | 0 | 0 | 0 | 0 |
| Percentage in Bands | 66.7 | 33.3 | 0.0 | 0.0 | 0.0 | 0.0 |
| School Average 2011-2013 | 16.7 | 33.3 | 33.3 | 16.7 | 0.0 | 0.0 |
| SSG % in Bands 2013 | 41.9 | 17.0 | 29.6 | 9.7 | 1.6 | 0.2 |
| State DEC % in Bands 2013 | 8.0 | 10.3 | 33.4 | 28.0 | 13.6 | 6.7 |

|  |
| --- |
| **Average progress in Readingbetween Year 3 and 5\*** |
|
|   | **2008-2010** | **2009-2011** | **2010-2012** | **2011-2013** |
| **School** | 59.9 | 23.6 | 57.6 | 127.5 |
| **SSG** | 81.2 | 68.2 | 69.9 | 105.5 |
| **State DEC** | 83.7 | 74.0 | 79.2 | 85.7 |

|  |
| --- |
| **Average progress in Spelling between Year 3 and 5\*** |
|
|   | **2008-2010** | **2009-2011** | **2010-2012** | **2011-2013** |
| **School** | 80.4 | 74.3 | 106.3 | 131.9 |
| **SSG** | 84.5 | 78.2 | 100.0 | 88.3 |
| **State DEC** | 84.5 | 75.4 | 95.4 | 84.9 |

|  |
| --- |
| **Average progress in Numeracybetween Year 3 and 5\*** |
|
|   | **2008-2010** | **2009-2011** | **2010-2012** | **2011-2013** |
| **School** | 93.8 | 105.6 | 114.1 | 16.3 |
| **SSG** | 74.5 | 92.3 | 83.3 | 73.9 |
| **State DEC** | 89.6 | 95.8 | 98.2 | 89.7 |

|  |
| --- |
| **Average progress in Grammar & Punctuation between Year 3 and 5\*** |
|
|   | **2008-2010** | **2009-2011** | **2010-2012** | **2011-2013** |
| **School** | 39.6 | 89.6 | 73.9 | 112.4 |
| **SSG** | 78.1 | 74.5 | 76.1 | 96.5 |
| **State DEC** | 96.6 | 82.7 | 81.3 | 79.4 |

|  |
| --- |
| **Average progress in Writingbetween Year 3 and 5\*** |
|
|   | **2011-2013** |
| **School** | 21.2 |
| **SSG** | 51.3 |
| **State DEC** | 55.2 |

**NAPLAN Year 7**

Year 7: from Band 4 (lowest) to Band 9 (highest for Year 7)

|  |
| --- |
| **Minimum Standards data** |
| **Percentage of Year 7 students achieving at or above minimum standard (exempt students included)** |
|
|
| Reading | 75.0 |
| Writing | 75.0 |
| Spelling | 100.0 |
| Grammar & Punctuation | 75.0 |
| Numeracy | 75.0 |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Year 7 NAPLAN Reading** |  |  |  |  |  |  |
|   |   |   | **School** | **SSG** | **State DEC** |
| **Average score, 2013** | 468.7 | 480.9 | 534.0 |
|   |   |   |   |   |   |   |   |   |
| **Skill Band Distribution** |   |   |   |   |   |   |
| Band | **4** | **5** | **6** | **7** | **8** | **9** |
| Number in Band | 1 | 1 | 2 | 0 | 0 | 0 |
| Percentage in Bands | 25.0 | 25.0 | 50.0 | 0.0 | 0.0 | 0.0 |
| School Average 2009-2013 | 48.0 | 37.0 | 15.0 | 0.0 | 0.0 | 0.0 |
| SSG % in Band 2013 | 18.6 | 33.9 | 25.7 | 14.5 | 5.7 | 1.7 |
| State DEC % in Band 2013 | 6.6 | 17.8 | 25.9 | 22.5 | 17.0 | 10.2 |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Year 7 NAPLAN Numeracy** |  |  |  |  |  |  |
|   |   |   | **School** | **SSG** | **State DEC** |
| **Average score, 2013** | 476.8 | 482.2 | 540.9 |
|   |   |   |   |   |   |   |   |   |
| **Skill Band Distribution** |   |   |   |   |   |   |
| Band | **4** | **5** | **6** | **7** | **8** | **9** |
| Number in Band | 1 | 2 | 0 | 1 | 0 | 0 |
| Percentage in Bands | 25.0 | 50.0 | 0.0 | 25.0 | 0.0 | 0.0 |
| School Average 2009-2013 | 46.0 | 25.7 | 23.3 | 5.0 | 0.0 | 0.0 |
| SSG % in Band 2013 | 13.5 | 40.3 | 26.4 | 14.2 | 4.6 | 1.1 |
| State DEC % in Band 2013 | 4.0 | 20.6 | 26.6 | 21.8 | 13.2 | 13.9 |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Year 7 NAPLAN Spelling** |  |  |  |  |  |  |
|   |   |   | **School** | **SSG** | **State DEC** |
| **Average score, 2013** | 499.8 | 496.4 | 551.9 |
|   |   |   |   |   |   |   |   |   |
| **Skill Band Distribution** |   |   |   |   |   |   |
| Band | **4** | **5** | **6** | **7** | **8** | **9** |
| Number in Band | 0 | 2 | 0 | 2 | 0 | 0 |
| Percentage in Bands | 0.0 | 50.0 | 0.0 | 50.0 | 0.0 | 0.0 |
| School Average 2009-2013 | 9.0 | 49.0 | 23.0 | 19.0 | 0.0 | 0.0 |
| SSG % in Band 2013 | 21.4 | 16.9 | 27.7 | 21.9 | 9.9 | 2.1 |
| State DEC % in Band 2013 | 7.4 | 9.9 | 20.2 | 28.1 | 21.5 | 12.8 |
| **Year 7 NAPLAN Grammar and Punctuation** |  |  |  |
|   |   |   | **School** | **SSG** | **State DEC** |
| **Average score, 2013** | 449.4 | 462.9 | 529.7 |
|   |   |   |   |   |   |   |   |   |
| **Skill Band Distribution** |   |   |   |   |   |   |
| Band | **4** | **5** | **6** | **7** | **8** | **9** |
| Number in Band | 1 | 2 | 1 | 0 | 0 | 0 |
| Percentage in Bands | 25.0 | 50.0 | 25.0 | 0.0 | 0.0 | 0.0 |
| School Average 2009-2013 | 60.0 | 30.0 | 10.0 | 0.0 | 0.0 | 0.0 |
| SSG % in Band 2013 | 34.5 | 23.8 | 20.4 | 12.7 | 6.3 | 2.3 |
| State DEC % in Band 2013 | 13.8 | 15.7 | 20.0 | 20.3 | 16.7 | 13.4 |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Year 7 NAPLAN Writing** |  |  |  |  |  |  |
|  |   |   |   | **School** | **SSG** | **State DEC** |
|  | **Average score, 2013** | 457.9 | 437.9 | 502.1 |
|  |   |   |   |   |   |   |   |   |   |
|  | **Skill Band Distribution** |   |   |   |   |   |   |
|  | Band | **4** | **5** | **6** | **7** | **8** | **9** |
|  | Number in Band | 1 | 2 | 0 | 1 | 0 | 0 |
|  | Percentage in Bands | 25.0 | 50.0 | 0.0 | 25.0 | 0.0 | 0.0 |
|  | School Average 2011-2013 | 22.2 | 44.4 | 22.2 | 11.1 | 0.0 | 0.0 |
|  | SSG % in Band 2013 | 33.5 | 36.4 | 20.6 | 6.5 | 2.2 | 0.9 |
|  | State DEC % in Band 2013 | 12.4 | 25.3 | 27.4 | 18.5 | 11.5 | 4.9 |

**NAPLAN Year 9**

|  |
| --- |
| **Percentage of Year 9 students achieving at or above minimum standard (exempt students included)** |
|
|
| Reading | 60.0 |
| Writing | 20.0 |
| Spelling | 80.0 |
| Grammar & Punctuation | 40.0 |
| Numeracy | 60.0 |

Year 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Year 9 NAPLAN Reading** |  |  |  |  |  |  |
|   |   |   | **School** | **SSG** | **State DEC** |
| **Average score, 2013** | 505.5 | 529.3 | 574.8 |
|   |   |   |   |   |   |   |   |   |
| **Skill Band Distribution** |   |   |   |   |   |   |
| Band | **5** | **6** | **7** | **8** | **9** | **10** |
| Number in Band | 2 | 1 | 2 | 0 | 0 | 0 |
| Percentage in Bands | 40.0 | 20.0 | 40.0 | 0.0 | 0.0 | 0.0 |
| School Average 2009-2013 | 47.8 | 30.4 | 17.4 | 4.3 | 0.0 | 0.0 |
| SSG % in Band 2013 | 18.8 | 35.0 | 27.3 | 12.6 | 5.4 | 0.8 |
| State DEC % in Band 2013 | 6.9 | 21.2 | 27.4 | 23.5 | 15.9 | 5.1 |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Year 9 NAPLAN Numeracy** |  |  |  |  |  |
|   |   |   | **School** | **SSG** | **State DEC** |
| **Average score, 2013** | 492.1 | 520.8 | 584.4 |
|   |   |   |  |  |  |  |  |  |
| **Skill Band Distribution** |  |  |  |  |  |  |
| Band | **5** | **6** | **7** | **8** | **9** | **10** |
| Number in Band | 2 | 2 | 1 | 0 | 0 | 0 |
| Percentage in Bands | 40.0 | 40.0 | 20.0 | 0.0 | 0.0 | 0.0 |
| School Average 2009-2013 | 39.1 | 34.8 | 21.7 | 4.3 | 0.0 | 0.0 |
| SSG % in Band 2013 | 24.9 | 36.0 | 24.1 | 9.4 | 4.0 | 1.6 |
| State DEC % in Band 2013 | 11.0 | 21.3 | 25.0 | 17.3 | 10.4 | 15.1 |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Year 9 NAPLAN Spelling** |  |  |  |  |  |  |
|   |   |   | **School** | **SSG** | **State DEC** |
| **Average score, 2013** | 506.9 | 541.3 | 584.0 |
|   |   |   |   |   |   |   |   |   |
| **Skill Band Distribution** |   |   |   |   |   |   |
| Band | **5** | **6** | **7** | **8** | **9** | **10** |
| Number in Band | 1 | 3 | 1 | 0 | 0 | 0 |
| Percentage in Bands | 20.0 | 60.0 | 20.0 | 0.0 | 0.0 | 0.0 |
| School Average 2009-2013 | 30.4 | 17.4 | 34.8 | 17.4 | 0.0 | 0.0 |
| SSG % in Band 2013 | 19.4 | 20.2 | 31.0 | 21.7 | 5.8 | 1.8 |
| State DEC % in Band 2013 | 8.3 | 13.1 | 27.6 | 28.6 | 13.0 | 9.4 |

|  |  |  |  |
| --- | --- | --- | --- |
| **Year 9 NAPLAN Grammar and Punctuation** |   |   |   |
|   |   |   | **School** | **SSG** | **State DEC** |
| **Average score, 2013** | 451.0 | 508.1 | 565.8 |
|   |   |   |   |   |   |   |   |   |
| **Skill Band Distribution** |   |   |   |   |   |   |
| Band | **5** | **6** | **7** | **8** | **9** | **10** |
| Number in Band | 3 | 1 | 1 | 0 | 0 | 0 |
| Percentage in Bands | 60.0 | 20.0 | 20.0 | 0.0 | 0.0 | 0.0 |
| School Average 2009-2013 | 65.2 | 13.0 | 17.4 | 4.3 | 0.0 | 0.0 |
| SSG % in Band 2013 | 33.7 | 23.3 | 27.5 | 10.9 | 3.3 | 1.3 |
| State DEC % in Band 2013 | 15.4 | 17.0 | 29.1 | 19.4 | 10.1 | 9.0 |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Year 9 NAPLAN Writing** |  |  |  |  |  |  |
|   |   |   | **School** | **SSG** | **State DEC** |
| **Average score, 2013** | 434.9 | 467.7 | 534.2 |
|   |   |   |   |   |   |   |   |   |
| **Skill Band Distribution** |   |   |   |   |   |   |
| Band | **5** | **6** | **7** | **8** | **9** | **10** |
| Number in Band | 4 | 0 | 0 | 1 | 0 | 0 |
| Percentage in Bands | 80.0 | 0.0 | 0.0 | 20.0 | 0.0 | 0.0 |
| School Average 2011-2013 | 84.6 | 7.7 | 0.0 | 7.7 | 0.0 | 0.0 |
| SSG % in Band 2013 | 47.8 | 25.2 | 16.1 | 7.4 | 2.5 | 0.9 |
| State DEC % in Band 2013 | 24.9 | 21.7 | 20.6 | 18.7 | 8.1 | 6.1 |

Year 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

The *My School* website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

Click on the link <http://www.myschool.edu.au>

and enter the school name in the *Find a school* and select *GO* to access the school data.

Higher School Certificate (HSC)

In the Higher School Certificate, the performance of students is reported in performance bands ranging from Performance Band 1 (lowest) to Performance Band 6 (highest). For reasons of privacy, HSC results are not shown where the group size is less than ten.

|  |  |
| --- | --- |
| **HSC: Relative performance from Year 10 (value-added)** |  |
| **Performance Band** | **Low** | **Middle** | **High** |
| **School 2013** | -0.4 | #N/A | #N/A |
| **School Average 2009-2013** | -1.5 | #N/A | #N/A |
| **SSG\* Average 2013** | -3.7 | -4.3 | -4.4 |
| **Note: By definition, the State average relative performance is zero** |

\* Statistically Similar Group (SSG)

\* Statistically Similar Group (SSG)

Other achievements

Sport

2013 produced some excellent sporting achievements at Gulargambone Central School. The highlight of the year was undoubtedly the Senior Boys’ cricket team who finished third in the NSW Central Schools’ State Finals after finishing as Western Region Champions! Highlight of the final series was an emphatic seventy run victory over Barraba to secure third place, with Dwayne Hammond taking an incredible seven wickets for just ten runs and Evan Ryan scoring his second half-century of the two-day carnival.

High levels of community involvement throughout the year, particularly by the swimming club, have greatly enhanced students' skill development. Bailey Hammond finished a great season by winning the Coonamble Zone 10 Years Primary Boys swimming championship.

The 2013 Award for Best All Round Achievement in sport was awarded to Evan Ryan for his success in rugby league, cricket, touch football, athletics and cross-country.

The 2013 P&C Award for High Achievement in Sport was awarded to Sam Knight for his achievements in Rugby League.

The school is very proud of all its outstanding success in the sport area. All students are actively encouraged to participate in all school sport including carnivals, PSSA and Combined High School and Central School knockout tournaments, and weekly sporting activities. We would especially like to thank our parent body for their strong support at all sporting events.

Significant programs and initiatives

Aboriginal education

The school values highly the excellent relationship we have with our local Aboriginal people. The local AECG continues to be a focus for community involvement in the school, allowing members of the community to communicate with the school through a representative body independent of the Department of Education and Training.

NAIDOC week was again celebrated with a fun day in which our students learned about the ways our parents and grandparents entertained themselves in the days before television and the internet.

Our highly successful Breakfast programme is coordinated by the Aboriginal staff and gives students a formal beginning to the day. The benefits in terms of concentration, participation and engagement in the classroom are obvious to all. The program also provides an opportunity for senior student volunteers to contribute in a concrete way to the well being of fellow students and the smooth functioning of the school.

National partnerships and significant Commonwealth initiatives (participating schools only)

* National Partnership, Low SES funding allowed the school to employ a very experienced Learning and Support Teacher to oversee the various programmes aimed at detecting and correcting learning difficulties associated with Literacy and Numeracy
* The school was able to extend the vital work of our Therapy Aide by augmenting funds from the Greater Western Area Health Service
* The number of hours available for teachers’ Aide support to students with learning difficulties was enhanced by the availability of this funding

School planning and evaluation 2012—2014

School evaluation processes

NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used include:

* Analysis of SMART/NAPLAN data
* Teacher surveys and parent meetings
* Extensive consultation with students, staff and members of the community during the Review of School Culture
* Parent and Community Engagement (PaCE) programme entailed comprehensive community consultation.

School planning 2012—2014: progress in 2013

School priority 1

Literacy

Outcomes from 2012–2014

Improved outcomes in Literacy

Evidence of progress towards outcomes in 2013:

* NAPLAN results compare favourably with previous years.
* Benchmark data shows growth consistent with anticipated progress

Strategies to achieve these outcomes in 2014

* Re-visit programs such as “Reading to Learn” to ensure explicit instruction and appropriate scaffolding
* Emphasis on a Literacy focus in all Secondary lessons supported by staff development and mentoring
* Use of new Literacy Continuum relating to Australian National Curriculum to ensure student progress

School priority 2

Numeracy

Outcomes from 2012–2014

Improved outcomes in Numeracy

Evidence of progress towards outcomes in 2013:

* Analysis of SMART/NAPLAN data shows the majority of students showed satisfactory growth in this area

**Strategies to achieve these outcomes in 2014:**

* Emphasis on concrete learning strategies
* Mathematical concepts linked to student prior knowledge and real world situations
* Address problems with the literacy aspects of solving mathematical exercises
* Cross-curricular strategies to place numeracy in all programming
* Use of new Numeracy Continuum relating to Australian National Curriculum to ensure student progress against a cumulative and sequential curriculum

School priority 3

Engaged Students

Outcomes from 2012–2014

Engaged students committed to personal excellence in academic and non-academic fields

Evidence of progress towards outcomes in 2013:

* All students in HSC year moved into their planned post-school pathways
* Extremely positive response to PBL. Significant reduction in office notifications and suspensions

**Strategies to achieve these outcomes in 2014:**

* Emphasize the role of Positive Behaviour for Learning (PBL) in the school supported by a rigorous and consistent discipline policy
* Continue to offer a wide and engaging curriculum in Secondary, relevant to student aspirations
* Work with School Education Group to implement an inter-school Student Representative Council (SRC) support programme.
* Use SENTRAL to collate data on student behaviour as a measure of disengagement.

Professional learning

Each staff member has written their own Professional Learning Plan in which they identify areas for their own personal development as professionals. While staff members place an emphasis on activities directly related to teaching and the curriculum, they are encouraged to look at wider areas of personal interest to enhance their teaching and to maintain their engagement and interest in their profession.

Parent/caregiver, student, and teacher satisfaction

In 2013, the school sought the opinions of parents, students and teachers about the school.

The review of School Culture provided an opportunity for members of the community to express their views, and for some, their frustrations with the school. The overall conclusion was that the staff and community of Gulargambone Central School value the opportunity to participate in shared school decision making. They also value accurate and timely communication and consistent decision making with particular regard to student engagement. The school has a strong culture related to supporting sport and the students and community are happy with this commitment.

The Parent and Community Engagement project consulted a wide cross section of the community and recognized that working across different cultures is not always easy and requires patience, understanding and commitment from all parties. While mistakes and misunderstanding are inevitable, the consultations and the set of protocols produced were greatly appreciated by the community and demonstrate the commitment to and respect for Aboriginal culture and heritage.

About this report

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school's practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school's future development.

Robert Townsend, Principal

Tammy Jerrett, School Administration Manager

Patrick Ryan, president Parents and citizens Association

Brett Ryan, Sports Coordinator, Gulargambone Central School

Information for inclusion in this report was also supplied by:

Sheree Spora, Learning and Support teacher

Shannon Barnes, Boomali Consulting (PaCE Program)

Sue Stanford Partnership Mentor, Bourke, Coordinator of the Review of School Culture.

School contact information

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School Code: 2094

Parents can find more information about Annual School Reports, how to interpret information in the report and have the opportunity to provide feedback about the report at:

<https://detwww.det.nsw.edu.au/high-performance/annual-school-reports>